

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. There are five sections namely research design, research setting, research participants, data collection method, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

This research explored Senior High School students' perception on the use of *Lembar Kerja Siswa* (LKS) in English Learning. Besides, the researcher used qualitative approach in this research. Cohen, Manion and Morrison (2011) stated that qualitative is used to discuss participants' interpretations of the world in which they live and express how they feel in situations from their own point of view. Because this research explored the students' perception on using LKS in learning process, the qualitative research was the best choice used as the research design.

In addition, the researcher used descriptive qualitative design. Merriam (1998) stated that descriptive qualitative design means that the end product is a rich description of the phenomenon under study, literal description of the incident, or entity being investigated. From the statement mentioned, the researcher could get more information from the participants. Besides, the result of this research was thick description. Therefore, using descriptive qualitative design was suitable to this research. Then, the description of this research focused on students' perception in using English LKS, and it could give more detail explanation of this research.

Research Setting

The researcher conducted this research in a private senior high school in Yogyakarta. This school was chosen by the researcher because the school is one of the best school in Yogyakarta. Moreover, this school is also known as the research school of Jogja. So, the researcher interested to conduct the research in this school. Furthermore, the researcher chose the school because the school often uses LKS as the learning media. So that the researcher gathered more data of the research. Therefore, the school was suitable in order to conduct this research. The researcher had carried out this research at the school in December 2018.

Research Participants

Participants for this research were 12th-grade high school students. The participants consisted of 4 students. Researcher took 12th-grade students because they would face a National Examination, so they needed a lot of learning resources and practice questions. Besides, the students were also chosen because they had used LKS for almost three years so that the researcher would get more detailed and accurate data. The criteria in the interview were students who used LKS during the English learning process and had an interest in learning using LKS. The participants are students who like to use LKS as a medium of independent learning and necessary in class activity. The participants of this research were assigned pseudonyms to keep the participants confidentially such as Lala, Caca, Didi, and Nana. Besides, pseudonym was used in this research because the researcher intends to keep personal information of the participants. Room (2010) said that a pseudonym or literally false name is a differs from an original or true name for a particular purpose (as cited in Arifin, 2014, p.24). The researcher found participants after the criteria being submitted by the researcher to

the school. Then, the school selected the students which were being interviewed based on the criteria that was given by the researcher. The researcher conducted interviews with students who had been chosen by the school.

The first participant's name was Lala from class 12. She used LKS when the teacher explained the lesson and gave the assignment in teaching and learning process. The second participant was named Caca from class 12. She used LKS when she was asked by the teacher and used the LKS before the test as a learning medium. The third participant was named Didi from class 12. He used LKS during the lesson and material learning before the test. The fourth participant's name was Nana from class 12. She used LKS during learning activity and when doing the assignment. LKS was also as a substitute for the teacher when the teacher was unable to attend, and sometimes, he/she gave an assignment from the LKS to the students. The researcher used purposive sampling to select the participants. Cohen, Manion, and Morrison (2011), purposive sampling is used in order to find out some idea or information of knowledgeable people. Based on the statement, the participants were chosen based on the specific criteria of this research.

Data Collection Method

In data collection method, the researcher explained how the researcher collected the data using interview. This research aimed to find out senior high school students' perception on the use of LKS in English learning. The researcher used the interview as the instrument to gather the data. According to Cohen, Manion and Morrison (2011) interview enables the participants' discussion where to discuss or express a situation from their own point of view. Based on the

statement mentioned, the researcher used the interview to get wider data. Newby as cited in Cohen, Manion, and Morrison (2011) argued that the in-depth interview was conducted to explore the issue from the participants' point of view on how they feel about the issue and how they look at the issue, opinions, and emotions (p. 439). Therefore, the researcher used in-depth interview to obtain detailed and clear information for this research. The researcher had carried out the interview at the school in December 2018.

The researcher used the standardized open-ended interview require the researcher to follow the sequence of the questions. Besides, the participants were asked the same questions in the same order, so that the researcher could get similar findings. Futhermore, Patton (1980) argued that standardize open-ended interview makes sure that the data are complete for each participant through the topic addressed in the interview (as cited in Cohen, Manion, and Morrison, 2011, p. 413)

Moreover, the researcher used the open-ended question. According to Cohen, Manion, and Morrison (2011), "open-ended question has a number of advantages like flexible which allows the interviewer to probe so that the participants may go into more choices or to clear up misunderstanding statements being conveyed "(p. 416). Based on the statement, the researcher could get more answers from the participants. Response mode used was an unstructured response. Cohen, Manion, and Morrison (2011) asserted "Unstructured response allows the participants to give the answers in whatever way they choose" (p. 419). That way, the participants could answer the questions provided in regards to what they know not to be limited.

Research Instrument

In the interview, the researcher used interview guideline. The interview guidelines were made based on the research questions made by the researcher. The researcher made interview guideline so that the data retrieval process would be more structured. Besides, there were three questions proposed. The first question was about how the students respond when using LKS in learning process. The second question included about whether students got the benefit when using LKS as learning media or not. The last question was about kinds of challenges faced by students when using LKS which could answer the second research question.

The tool used by researcher when conducting the interview was voice recorder because the researcher wanted not to lose any data, and the interview adopted a cellphone to recorded each participants answer. Pen and note book to take a note when the researcher got something important or to note the questions which had been answered by the participants. Thus, the tools mentioned in this research could help researcher in collecting data. In conducting the interview, the researcher used Indonesian language to make easier for participants and the researcher to understand and reduce misunderstanding. Also, Indonesia language is their mother lounge used daily communication. Futhermore, the duration of the interview took around 5-10 minutes for each participant.

Data Collection Procedure

There were some procedures performed when doing the interview. Firstly, the researcher asked for permission to the school in order to take data of the research. After obtaining permission from the school to collect data, the researcher wanted to find participants after the criteria being submitted by the researcher to the school. Data collection was carried out the next day with the schedule given by the school. In the school, the researcher conducted interviews with students who had been chosen by the school. Then, the researcher interviewed and asked questions to the participants based on interview guidelines. Likewise, the interview was conducted with 4 students. The duration during the interview was 5-10 minutes for each student. After conducting the interview, the researcher gave souvenirs to students who were willing to be interviewed.

Data Analysis

In data analysis, the researcher explained how the data being analyzed. The data analysis included transcribing, member checking, and coding. After conducting the interview, the results of the interview were converted into a script which allowed the researcher to analyze the data called transcribing the data. After the researcher changed the interview into transcribing data, the researcher did member checking to the participants. The purpose of doing member checking was to ensure that the data was valid or in accordance with what the participants said. The researcher had given the transcript results to participants to ascertain whether there was something wrong or unclear or not, so the participants could justify that the transcript matched with their statements being conveyed. Then, the researcher rechecked the transcript to all participants by sending the transcript via whatsapp.

The transcripts of the interview were in accordance with the participants' answer during the interview. Besides, all participants agreed with the transcripts if the transcripts were clear.

After transcribing and member checking, the next step was coding. Kelinger (1970) as cited in Cohen, Manion, and Morrison (2011) defined that Coding comes up as the translation of question responses and information to specific categories for the purpose of analysis (p. 559). Besides, coding could help the researcher to take information from general to be more specific. There are several steps conducted by researcher. Those steps are open coding, analytic coding, axial coding, and selective coding. For the first step, doing open coding, the researcher made a new label that attaches to a piece of text to describe and categorize that piece of text into smaller category. The second was analytic coding. The researcher translate statement from the participants like interpreted the answer and made the information into point. The researcher break down the data into smaller category. The third step was axial coding. According to Cohen and Morrison (2011) "axial coding is that set of procedures that the researcher follows, whereby the data that were originally segmented into small units (p.561)." The researcher gave theme from the statement of the participants. Before giving the theme, the researcher translated the participants' statements into English. As a result, the theme or topic would be based on the core of participants' statements. The last step was selective coding. The researcher select and grouped the statements with similar meaning of all participants into categories. Afterward, data coding was reported by the researcher in form of words.